DOCUMENT RESUME

ED 288 186 CS 008 972

AUTHOR Daly, Nancy Jo; And Others
TITLE Clues about Reading Enrichment (CARE).
PUB DATE Jul 87
NOTE 36p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Beginning Reading; Elementary Education; Family Environment; Parent Attitudes; *Parent Child Relationship; *Parent Participation; Parent Responsibility; Parent School Relationship; Prereading Experience; *Reading Aloud to Others; Reading Games; Reading Habits; *Reading Instruction; *Reading Interests; Reading Material Selection; Reading Skills; *Recreational Reading; Story Reading; Supplementary Reading Materials

ABSTRACT

Compiled by members of the Reading Committee of the North Middlesex Regional School District (Massachusetts), this illustrated guide provides tips, suggestions, and activities that parents can follow at home to help their children read. The Clues about Reading Enrichment (CARE) guide notes that regularly reading aloud to and with children is an important way for parents to help improve children's reading, writing, and thinking skills, and at the same time to enhance the parent-child bond. Titles of chapters in the guide are as follows: (1) "Creating a Reading-Learning Environment"; (2) "Vocabulary Activities"; (3) "Listening Activities"; (4) "Writing Activities"; and (5) "Comprehension Activities." Appendixes include interest inventories that parents can use to select interesting reading materials for their children, a copy of the Clues about Reading Enrichment survey, and a bibliography. (SKC)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

# Clues About Reading Enrichment

ED288186

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Nancy Jo Daly

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Prepared by Nancy Jo Daly
Barbara Freitag
Janet Ouellette
Beth Capone Porell
Janet Steimel

July 1987



BEST COPY AVAILABLE

CS008972

## Contents

Introduction.....1

Chapter I: Creating a Reading-Learning Environment.....2

Chapter II: Vocabulary Activities.....3

Chapter III: Listening Activities.....10

Chapter IV: Writing Activities.....15

Chapter V: Comprehension Activities.....20

Interest Inventories.....26

C.A.R.E. Survey.....30

Conclusion.....32

Bibliography.....33

## Introduction

We know that you, as parents, are vitally interested in and care about the education of your child. That is why you often ask your child's teacher "How may I help my child read?" Clues About Reading Enrichment (C.A.R.E.) is compiled by members of the Reading Committee of North Middlesex Regional School District to give tips, suggestions and activities that you can follow at home to assist your child to read.

Research indicates that reading aloud regularly to and with your child does improve the reading, writing and speaking skills and enhances reading interest. The closeness between parent and child that develops because of this "special" time spent together is a great reward.

Parents can play a strong supportive role in a child's reading development, regardless of their children's ages. Since the home is the child's first school, this booklet has been developed to provide useful, creative activities which can reinforce reading skills and provide opportunities for parent-child interaction.

## Chapter I: Creating a Reading-Learning Environment

Reading should not be viewed as just a skill, but as a means to bring pleasure and enjoyment. Encouragement at home can play an important part in developing positive feelings about reading. Consider some factors which influence reading interest.

Are books, magazines, comics and other printed materials within easy reach of the child? Your child cannot improve reading if s/he does not practice reading. S/he cannot practice if the materials are not available. Make available a bookshelf, a corner, a box or a coffee table for your child's reading materials. What is important is to provide a special place for your child's books.

As a parent, it is important to provide an atmosphere for reading. Encourage your child's reading habits. Supervise homework and other activities. Oversee the use of television. Things which obstruct or distract do not help a child to concentrate.

Let your child know you think reading is important. Be a good role model. Read to your child.

The public library can be a great resource for the child. There are books and magazines for every age level and interest. A library card and frequent visits to the library can encourage your child to read.

Remember, when helping your child read:

| DO | DON'T |
|---|---|
| Set an example by reading. Your child sees that reading is important to you. | Force your child to read when it upsets her, or when her favorite tv show is on, or when friends are outside and s/he wants to join them. |
| Read to your child. This provides enjoyment for both of you. | Force your child to "sound out" every word -- tell her the unknown words. |
| Talk to your child often about many things. It encourages language development. | Make her read materials that are too difficult for her. |
| Take your child places. These experiences will help your child. | Use reading as a punishment. |
| If there seems to be a problem with eyes or ears, seek help. | |

## Chapter II: Vocabulary Activities

Vocabulary, more than any other factor, predicts how far your child can go in school and in life. Vocabulary or word meaning is gained through experiences. Students must develop an extensive vocabulary background in order to deal with reading materials. To promote a love of language and an interest in words, consider the following activities.

### Vacations

When your family goes on vacation, here are some activities that are inexpensive, interesting and worthwhile.

Journals: Blank books or small spiral notebooks make convenient journals, and the pages are not so big as to be overwhelming. Encourage every family member to take a few minutes to record highlights of the trip, and thoughts or descriptions of interesting places, people and experiences. Preschoolers can draw a picture and with help, label it. Don't worry about spelling or puncutation.

Maps: Tape a map somewhere in the car where it is always in view. Trace your route with a magic marker. Calculate how many miles you travel each day. Check gas mileage. You can also use hiking trail signs, city and state maps, and national park maps.

Environment: Note your surroundings. How are they different from where you live in terrain, vegetation, weather, types of buildings, roadways, etc. See how many differences you can find.

Brochures: Collect free brochures from tourist information centers. Read about the places you visit.

Postcards: Encourage family members to send postcards. Young children can dictate a message and sign their names.

Names: Notice the names of places as you travel. Create a story about how a name might have come to be. The more elaborate and outlandish your story, the better.

Food: Try at least one new food that you have never tasted before -- especially if it has an intriguing name. Ask how the name originated. It may be related to the history of the area.

## Magazines

Magazines already in the home can be used to give a variety of experiences.

1. Encourage your child to assemble a scrapbook of some favorite magazine stories. Stories can be cut out of the old magazines and pasted on sheets of construction paper and sewn together. These collections can be shared at bedtime or during a regular family reading time.

2. Select some recent magazine stories and remove the last three or four paragraphs. Challenge your child to create new endings which can be compared to the originals.

3. Work on magazine games, puzzles or other activities with your child. By showing an interest in activities, you can help promote magazine reading as a regular and worthwhile home activity.

4. Cut out several pictures from your child's magazine and ask the child to create original stories to accompany them.

5. Older children may enjoy creating a play or skit based on a favorite magazine story.

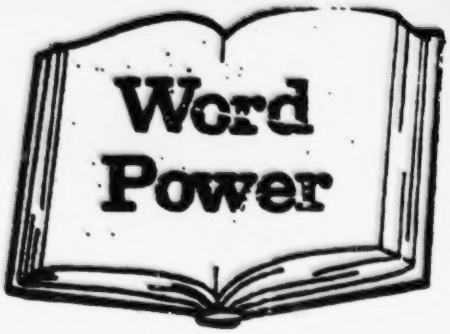
6. Provide opportunities for your child to look through other magazines around the house. Take some time to discuss the similarities or differences between the magazines you read and those for your child.

## Reading at Home

Most good readers report that they had a rich and varied reading environment at home. An easy way to encourage reading is to establish a procedure for reading.

1. Set aside a certain time each day as reading time.
2. Gather all family members who are at home into one area.
3. Have each person select reading materials, books, magazines, newspapers, recipe books, etc.
4. Begin with a five-minute reading time period.
5. Each person silently reads the materials until the allotted time is over. Even pre-readers can participate by looking at picture books.
6. Everyone sits quietly with the reading materials.
7. No one may interrupt another person's reading.
8. No one questions another person on what has been read, unless the reader wishes to share something.

Reading at home shows that reading is important. It helps to develop the habit of reading for pleasure. It also creates a daily time that a busy family can share together.




## Words

Here are a dozen ways
to help your child
become hooked on words.

1. Read aloud books that use words in an interesting way.
2. Collect words and phrases and share them with others.
3. Experiment with inventing new words using different principles.
4. Notice how simple, everyday words can change in meaning.
5. Participate in language play, such as puns, riddles and puzzles.
6. Identify word meanings that are unique to different specialized fields and special interests.
7. Recognize regional and social class dialects and language differences among age groups.
8. Notice how figurative and idiomatic expressions, such as "put out the light" and "frog in my throat" can be funny if given literal interpretations.
9. Track down the sources of words, such as the names of people, places and products.
10. Listen to hear how we have borrowed from other languages to add to our own language.
11. Explore informational materials to learn the stories behind the way we communicate.
12. Watch for the many ways we communicate without words.

Other items to read and play with:

Dollar bills: Put all words found on a dollar bill in alphabetical order.
Paint cans: Locate selected prefixes and suffixes on the label.
Gum wrappers: Sort words into categories, such as flavor or ingredients.
Seed packets: Cut apart the directions, mix them up and arrange them in sequential order.
Bumper stickers: Delete selected nouns and write antonyms or synonyms.
Coupons: Identify specific blends and digraphs, or put them into categories.
"Junk mail": Develop lists of various parts of speech.

## Specific and General Words

In order to make themselves understood effectively, children need to choose exact words. Such communication requires a comprehensive vocabulary. This vocabulary development is gathered over a period of time. To relate vocabulary development to understanding what is read, it makes sense to present words in a meaningful context, in meaningful situations that grow out of children's current interests and activities.

To broaden children's vocabulary and to learn to express their ideas, have children work with general and specific words.

Example: In each group, choose the word that tells about all the others:

| Easy | Hard |
|---|---|
| Dick, Wayne, boys, Jimmy | radish, onion, vegetables, beet |
| girls, Janet, Donna, Gail | firefighter, farmer, workers, baker |
| kite, wagon, ball, toys | dress, socks, shirt, clothes |
| cookies, food, meat, apples | house, buildings, garage, church |
| animals, dogs, cats, horses | money, penny, nickle, dime |

Here are some examples of general to specific categories. Ask your child to supply specific words for each general category.

| | Easy | | | Hard | |
|---|---|---|---|---|---|
| GIRLS | COLORS | PETS | FURNITURE | BIRDS | EXPLORERS |
| Tammy | red | dog | chair | cardinal | Magellan |
| Lisa | blue | cat | desk | bluejay | De Soto |
| Susan | green | hamster | sofa | robin | Columbus |

## Vocabulary Stretchers

If a child makes a chart of words to go with a particular season, favorite sport, hobby, holiday or activity, the child has a source for independent and imaginative writing.

## Wordles

Think of and illustrate a word that lends itself to a visual representation. Examples:

s e sawwwwwwwwww bal nce
m l a
i

## Build a Word List

Children do learn from one another. Encourage childen to work in pairs to make a list of words by adding prefixes or suffixes.

Example: add, adds, adding

## Picture Dictionary

Encourage your child to create a picture dictionary. Use pictures that can be for beginning letters, or blends, or categories. For older students, content area terms that lend themselves to illustrations could be explored. Examples:

Types of geography
Worldwide weather
Products of a state or country
Shapes studied in math
Items found in a pioneer home

## Riddles

Make up riddles to review words found in the child's books or stories. Riddles also help to remember new words gathered from a trip or a visit or from some reading material.

## Picture Words

Put pictures of people, animals and so on in a line on a table. How many words can your child use to describe each picture? File pictures to use later for creative stories.

## Word Pictures

Ask your child to create a collage illustrating a mood, such as angry, happy, dejected, shy, elated, etc.

## Word for the Day

Your child may pick a word for the day from the newspaper. (It should be one she doesn't know.) Using a dictionary, she looks up the word, then uses it three times in sentences.

## Can You Find It

Put several sentences on paper, leaving out one word. For example, "Tom is riding a _____", "Mary is going to visit her _____." See if your child can supply a missing word; see how many words s/he can supply.

## Hot Potato

Play this sentence game. Set a timer for one to three minutes. Begin a sentence, with each player adding a word until the timer sounds. If it is your turn, you lose!

## Name the Item in the Picture

Select a picture and with your child name every item in it. Record the number of items on paper. Later ask, "Can you find number three?" She must look at the word and find it in the picture.

## Penny Toss

Divide posterboard into squares (large enough to write words). The child drops a penny on the board and reads the vocabulary word. For a variation, have him use the word in a sentence, give a rhyming word or give a definition of the word.

## Alphabetical War

Write vocabulary words on index cards. Deal out cards until they are all gone. Each player turns one card over. The one that comes first alphabetically wins that round. The player with all the cards, or the most cards after a pre-designated time, wins.

## Word Posters

Have your child browse through a dictionary until she finds a new and interesting word and uses it in a sentence. Then the hunt begins for a magazine picture which illustrates the word. Clip it out and paste it on construction paper. Next the word is printed across the top of the poster and the definition at the bottom. The sentence becomes a cartoon balloon for the picture. Make this a fun activity that not only builds vocabulary but reading and writing skills, too.

## Name Category

Draw a grid on paper. Write your child's name along the top of the grid, then write several categories down the left side. Now have your child write a word for each category, using the appropriate letter of her name to begin the word. Variations can easily be made by substituting other names or categories.

| | S | A | R | A | H |
|---|---|---|---|---|---|
| plants | | | | | |
| animals | | | | | |
| tv shows | | | | | |

## Step Words

Step words are lists of words which begin with the last two letters of the previous word. When written in the following way, they look like steps, hence the name.

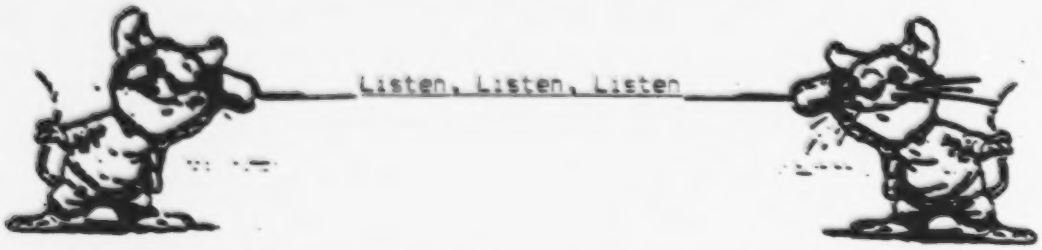
crash
shrill
llama
master
error
orphan
ankle

Challenge your child to see how long s/he can make the lists. Some combinations such as "ck", "mp" and "ss" should be avoided at the end of a word because no words begin with those letters.

Soon your child may be ready for another variation. Have her fill in the missing words in the following type of puzzle where every other word is provided. Good luck!

vaccuum
_____
label
_____
organ

## Chapter III: Listening Activities




The ability to orally restate a spoken idea is a necessary preliminary step to getting the main idea from any other printed material. Simple listening exercises can help your child recognize the message of a sentence. Have your child listen to the sentence spoken to her and then tell what the speaker is talking about or what the speaker wants. If you have a tape recorder, it works well here.

Example: "May I stay up and watch television?" Tim asked.
"Wear your boots to school today," Mother reminded Sue.
The coach said "The ball game is cancelled."

### What a Difference

Cut out three or four pictures of animals and discuss how they are alike or different. Items of clothing, musical instruments or foods may also be used this way.

### My Feelings

Have your child close her eyes while you play a record, read a short story or sing a song. When finished, ask what kinds of feelings she had. Tell her about your feelings. Other family members may also join in.

### Add-Ons

Ask your child to draw a red house with two windows, a door, and two trees. Other items may be added on later. Your child should draw the items in the order you called them.

### Rhyme-a-Riddle

Ask sentence riddles, giving a rhyming clue to the answer. Example:

This is something we drive. It rhymes with star.
(car)
This is a little animal that likes cheese. It rhymes with house.
(mouse)
You have one of these on your face. It rhymes with rose.
(nose)

## Patterns and Rhymes

Clap different patterns and have the child imitate. Tap a pencil on a table using different patterns and rhythms. The child listens and repeats.

## What Was Added?

State a very simple sentence. For example, "My grandaddy likes my dog." Now expand the sentence, a phrase at a time, and ask the child to tell you what was added: "My sweet, old grandaddy likes my old, gray Sheep dog very much."

## Listen and Repeat

Have your child listen and repeat alliterative sentences. For example, "Beautiful Bonnie Baker baked burnt brownies before Bob's birthday."

## Put Two Words Together

Say a compound word, separating the two words with a long pause. Ask your child to put the two words together to make one big word. For example, "pan (pause) cake; mail (pause) carrier".

## Shake a Container

Fill cardboard containers almost full of rice, sugar, pepper, corn, macaroni, etc. Tell what foods are in the containers and have your child gently shake each to identify each food. For an additional activity, have him place containers in order from smaller to larger sounding items.

## Guessing Game

This activity will encourage the use of descriptive words. Pin a picture of a pet or a familiar character on the back of the child. Have her guess the name of the pet or character by giving clues. For example, the clues given for a picture of a rabbit may be:

The animal is small.
It has strong legs.
It has long ears.
Its tail is small and fluffy.
It loves to eat carrots and lettuce.

## Listen!

Close your eyes and listen. List the sounds you hear.

## Make a Monster

Give the directions orally and the child will listen and create a monster. (See the diagram on the following page.)

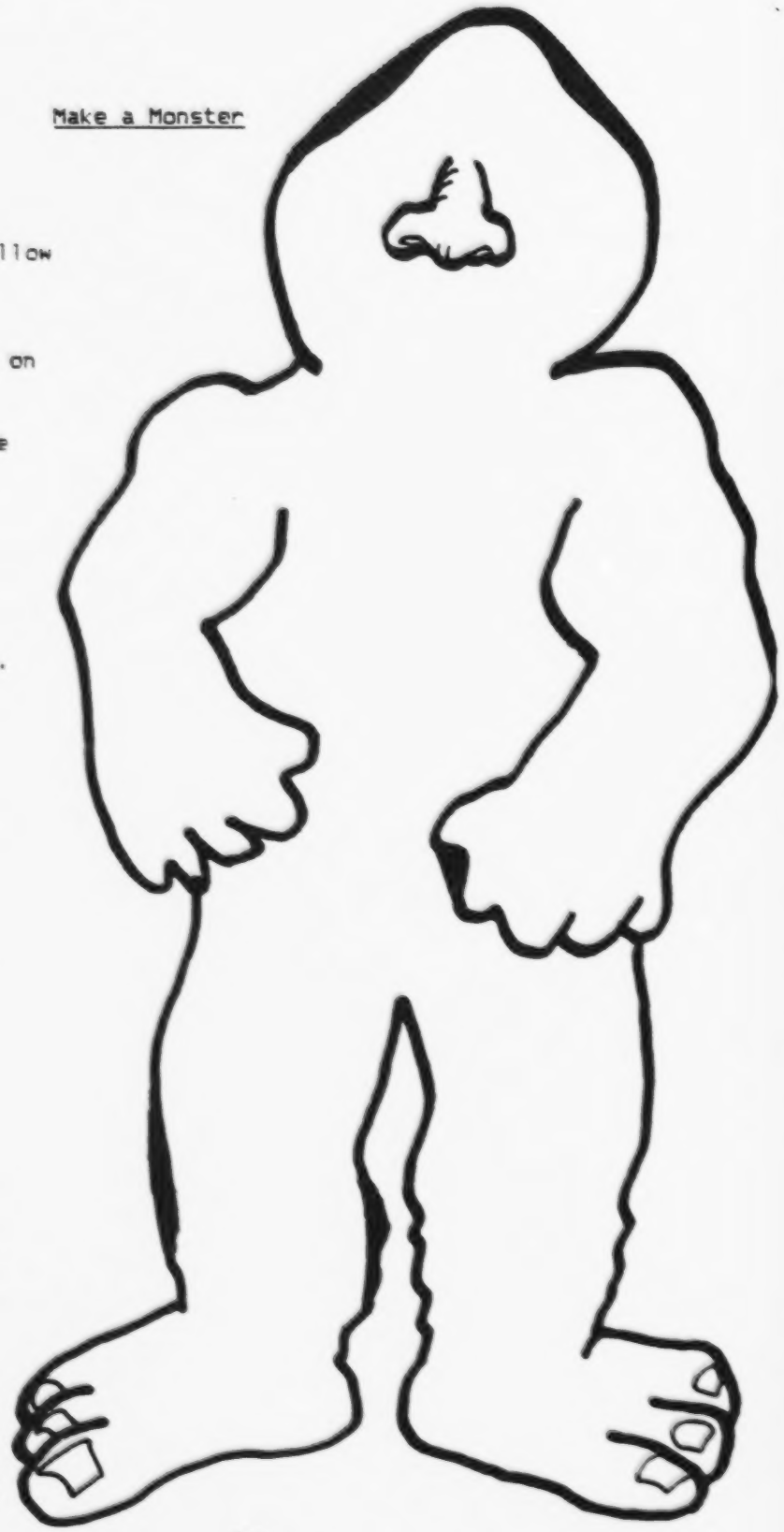
## Make a Monster

Read each sentence and follow the directions to create a monster.

1. Draw five sharp claws on the end of each arm.
2. Draw three eyes on the monster's face.
3. Make two red horns on the top of the monster's head.
4. Draw a mouth with two fangs on the face.
5. Draw blue hair on the arms and feet.
6. Draw seven purple spots on the monster's body.
7. Draw a horizontal scar on the monster's forehead.
8. Draw an ear on each side of the monster's head.
9. Cover the legs with scales.
10. Think of a name for the monster you have created. Write the name on the line below.

_____

11. Write your own directions to make a new monster.



## Turn Kids into Tape Recorders

Turn your child into a make-believe tape recorder. Tell her when you tap her, you will be turning on the tape recorder and she will have to listen carefully so she can "play back" the words just as you have spoken them to her. Tap her and remind her to begin to record. Say something like "I wish I had shoes like Bobby's," Peter said one morning. "I wish I had shoes with big, high tops."

Now tap her again and ask her to recite what the recorder just taped. Or you might ask more detailed questions such as "Tell me who wanted shoes with big, high tops."

In this activity, the child learns by absorption and by concept, just as she learned in infancy to talk. An infant hears, imitates and gives back what s/he has learned.

## Is Your Heart in the Right Place?

Direct your child to cut out six hearts: one large and one small red, one large and one small pink, and one large and one small white. Play a listening game with the hearts. Have your child listen to your directions, arranging the hearts on a table top as you direct him. For example, "Place the large pink heart in the left corner. Put the small red heart between the two white hearts." When the game is finished, he can paste the hearts on paper to make a picture for someone special.

This game can be easily changed with the seasons by making different shapes and using different colors.

## Picture Colorforms

You will need two identical colorform boxes. Sender and receiver sit back to back. Sender gives oral directions for placing objects in the picture. Then both sender and receiver places objects accordingly. Start by giving oral directions one at a time, then build up to four or five directions. Check to see if you both made the same picture.

If you don't have colorforms, use two envelopes with identical sets of pictures. Play as above.

## Robot Game

Receiver pretends s/he is a robot and sits in a chair with legs crossed and hand on chin. Sender gives instructions to robot's body parts until s/he stands up straight.

## Grandmother's Trunk

The first person says "I'm going on a trip and I'm going to take an afghan (or any other word beginning with the letter A). Next person repeats that sentence and adds an item beginning with the letter B. Continue through the alphabet, repeating the whole sentence from the start each time, until the trunk is full, A to Z. If someone makes a mistake, they are eliminated, in which case the last person left wins.

## Searching Game

Hide an object. Give one to five oral directions to your child. S/he follows directions and tries to find the hidden object.

## Ladder Climb

Give your child two to five directions to follow, depending on his ability. For example, "Go to the door, hop back to me, and sit down." Everytime the directions are carried out correctly, the child moves up another rung on the ladder. See how long it takes to reach the top, or if more than one is playing, who reaches the top first.

Other traditional games that use listening skills are familiar to anyone who has frequented a playground; two such games are "Simon Says" and "Giant Steps (Mother, May I?)".

## Sentence Surprise

The parent starts off with a word such as "Becky". The next person repeats "Becky" and adds another word: "Becky was". Keep taking turns, repeating the sentence and adding another word. Who will be the last one to add a word to the sentence?

## Brain Teaser

This is a fun game if you are riding in the car and only have a minute or two free. Tell your child to listen carefully to play this game. Give a mental math problem like this one: "Seven times three, take away six, divide by three, times five, add ten, divide by seven. What's the answer?" (Five)

A shortcut, which will be a brain teaser for your child yet treat you to a rest, is to give a math problem and then end it with "times zero (which cancels what has been done up to that point), add fifteen." The answer will be fifteen.

## Newsroom

Watch a newscast together and discuss the stories. Listen to the weather report and repeat the forecast.

## Songfest

Listen to a favorite song and discuss the lyrics for understanding.

## Chapter IV: Writing Activities

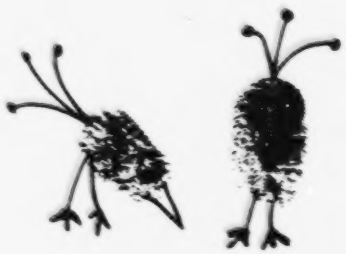
Writing is more than putting words on paper. It is the final stage in the complete process of communicating that begins with thinking. In helping your child to write well, remember that your goal is to make writing easier and more enjoyable. Here are some activities to encourage writing.

### Keeping a Journal

This is excellent writing practice. Encourage your child to write about things that happen at home and school, people, likes and dislikes (and why), activities the child would like to do, etc. If the child wants to share the journal with you, read the entries and discuss them, especially the child's ideas and perceptions.

### Family Pets

Make thumbprint pets with the whole family. Use a stamp pad to make a print from each member of the family. Use a fine-line pen to add details to create animals. Write a story about them.



### Descriptive Pictures

Cut out pictures from magazines, calendars, etc., or hold up an object. Have the child look at the picture or object and write some descriptive words that match it.

### Write Away

Encourage friends and relatives to write your child and have him reply.

Let your child help you write a grocery list, Christmas list, chores to be done, and thank you cards for her birthday presents.

## Menu Madness

Children enjoy making different foods. Encourage them to write and design a menu. It can represent a balanced diet, or be a fantasy menu full of strange and crazy food. Make something from the menu.

## "Me" Book

Help your child make a scrapbook of vacations and special events in her life. Include pictures, drawings, newspaper clippings, programs, postcards, awards, etc. Tape these in the scrapbook and write at least one sentence about each event.

## Child's Story

Have your child tell you a story. Write it down for him to illustrate and read back to you.

## Comic Episode

After your child reads a comic strip for a couple weeks, have her write her own episode with her predictions of what will happen next in the script. Continue reading the comic strip to compare the child's predictions to the actual script.

## Book Jacket

Pick out a book with an interesting cover and write a story that would go with the jacket. Next, read the book and compare your version to the author's story.

## Pre-writing Color Coding

Prepare six envelopes, each of a diffent color (red, orange, yellow, green, blue, purple). Fill each with construction paper slips of the same color. On each slip, write a word. Put adjectives on red, nouns and pronouns on orange, verbs on yellow, prepostions on green, adverbs on blue, and conjunctions on purple. (Articles could be on white.)

Players build sentences by taking one slip from each envelope. Simple declarative sentences usually follow the color code given above. The children will soon see that if the purple slips are used, two slips from one or more of the other envelopes will be needed to complete the sentence.

## Continuous Alphabet

Discover this super-quick way to practice cursive writing. Give your child three minutes to write the entire alphabet as many times as possible -- without raising the pencil from the paper. The only lifts accepted are to dot and i or j, or to cross the t and x. This simple activity focuses on letter formation without spelling.

## What Am I?

Have your child write a description of an object without naming it. Next, he reads it aloud to see if anyone can guess what the object is.

## Kids Write Captions

Select human interest photos from the newspapers and cut off the captions. Have her write a new, original caption. The pictures with their captions can be displayed on a bulletin board, or bound together in a booklet.

For a variation, separate the pictures and new captions, mix them up, then see if she can match them up.

## Poet's Corner

Write down some of your "homegrown" poems to be read and enjoyed by friends and relatives. You will eventually have your own book as a family keepsake.

## The Artist in You

Design a new book jacket for the book that you are reading. Choose scenes or characters to show on the cover. Remember to include the title and author's name.

On the inside flaps, tell something about the story and main characters. On the back cover, give some information about the author.

## Author! Author!

Write a new ending for a book you have just read -- or write a sequel.

## Genealogy

Write a history of your family. Parents and grandparents can give all sorts of information about their parents -- where did they come from, why did they settle here?

## Career Search

After reading a current event pertaining to science, make a list of some careers that depend on a training in science. Vary this search with other subjects.

## Mythology

Carry your reading of horoscopes and fairy tales a step farther by using your imagination to write your own myth or legend. Read it aloud to your family.

## The Good Old Days

Reminisce about favorite family times, vacations or outings. Write the story to share. It could be done in a letter form to a relative, or simply as a story to keep and read from time to time.

## Sporty Reporter

Attend a ball game (even one of your own) and write a newspaper story about the game. Remember to include the who, what, when, where why and how details.

## Byline

Read an article about a prominent person in the world today. Try writing several different headlines announcing events in this person's life or career. Remember to use words or phrases to get people s attention.

## How-to Booklet

Think of something you enjoy doing as a family. Do you bake cookies, go fishing, repair bikes, etc.? Try writing a how-to booklet explaining how you do it. Organize it into steps, listing everything you need before you begin, then what to do first, second, third, and so on.

## Personality Plants

Here's a colorful activity that enhances self concept, encourages positive communication, reinforces writing skills, and creates a unique display.

Although you can make the flowers, stems, leaves and pots yourself, it is much easier and more effective to allow your child to cut thes parts from construction paper after tracing them from a pattern. You will have one pot for each member, with one stem, eight petals and ten leaves for each pot.

The plant will take on the personality of each family member as they decorate their own pot with a collage from magazine clips that reflect their own interests, abilities and values in which their roots grow.

Next, a photo is placed in the center of the flower -- a snapshot, school picture or polaroid will do.

On each petal that surrounds the photo, have the child write a positive descriptive word or phrase that characterizes that family member.

The plants are now placed on a wall, window, or on each family member's bedroom door. Leaves are added to the stem as your child receives a compliment, helps others, reaches goals or accomplishes tasks. The addition of leaves indicates growth.

If any plant needs more growth or begins to droop, it can be "watered." Without telling that person, maybe through the family grapevine, let it be known that one of the plants needs watering. This positive reinforcement will help the plant -- and the child -- grow.

Here's wishing your greenhouse a healthy season of growth.

## Chapter V: Comprehension Activities

This is what reading is all about: understanding what has been read. Check often to see if your child can recall what s/he has read. This chapter introduces many activities to help develop comprehension.

### Look What I Did Today

Suggest your child draw a picture of something special that happened during the day. Write a sentence or two to explain the picture. When several papers are done, staple them together into a booklet for reading again and again.

### Numbered Pictures

Cut pictures from a favorite comic strip and number their order on the back. Ask your child to look at all of them and put them in proper sequence.

### Take a Break

To show that words have more than one meaning, say these sentences: "Are you in a jam?" "The boy flew down the street." "What time of the year is it?" Discuss the different meanings of the underlined words.

### Out of Place Words

Write three or four sentences, each containing an out of place word. "The lady wore a blue hatchet on her head." "The dog chewed a large boulder." Have your child find the wrong word and substitute an appropriate one.

### Blobs

Ask your child to think of a word and then write three sentences using it, but instead of writing the actual word, write "blob" in its place. Others try to guess what "blob" stands for. Some examples are:

The blob was round and red.
It's fun to bounce the blob.
Mary caught the blob.

### Missing Words and Phrases

Write a short paragraph leaving out certain key words. Your child fills in the missing words, either writing them down, or dictating them to you.

## Completing Sentences

Each player contributes one word toward the completion of a sentence, trying not to be the person to end the sentence.

## Mix Cards

Put each word of a sentence on cards, then mix up the cards. Your child puts the words in order to form a sentence. For an older child, include cards with punctuation marks. Can the sentence be rearranged into a question?

## Tic-Tac-Toe

Read a story or article to your child. On paper or a chalkboard, make a tic-tac-toe diagram and ask questions about the story. If the child knows the answer, she adds an X. If not, you place an O. See who wins!

## Multiple Meaning

Give your child a word with multiple meanings, such as "ring". S/he illustrates as many meanings as possible, or dictates the sentences containing the different meanings. Other words to use are fly, bill, train and back.

## They Go Together

Say a group of words that go together. Ask your child to add another word in the same category. For example:

bed, chair, table, desk, _____
apple, banana, orange, peach, _____

## Choosing a Title

Use a colorful picture that depicts a specific idea. Under the picture write: "What is a good name for this picture?" Have your child choose the best title from the two choices you have listed. For beginning readers, give only two choices, one of which is the obvious correct answer. For older children, give them three or four choices that require more thought.

For example, the picture shows two kittens playing with a ball of yarn. The choices could be "Dogs at Play" or "Kittens at Play". Another picture depicts a playground scene with groups of children involved in different activities. Is the title "Recess Fun" or "Jumprope Games"? A third example illustrates a snow-covered landscape with a sled pulled by a lead dog and several pairs of dogs. A girl and a boy in the background are watching the dogs. The choices for a title are "Alaska Weather", "Sled Dogs", and "Snowmobiling".

## Choosing the Main Idea

Choose a number of short paragraphs for your child to read. Under each paragraph, write two sentences that talk about the selection. Ask her to choose the one sentence that best states the main idea of the selection or the main thought of the paragraph. Begin with two choices. Then progress to more choices for each selection for her to consider. Good sources of materials are discarded school workbooks, book sales at libraries or schools, and children's magazines.

## Captions

Gather a number of pictures from old magazines, your child's workbooks, or books. Paste them on cardboard or construction paper. Write a descriptive sentence about each one on a separate card. Ask your child to match the sentence card with the picture it tells about. The captions should be simple enough for him to understand. If he cannot read, read them aloud to him. The pictures should be interesting. Here are some possible captions:

A girl is playing ball.
Three boys and three girls are playing ball.
The girls are playing on the monkey bars on the playground.
Daddy is looking at the children.
The dog is running.

## Phrase Match

To help put meanings to sight words, make a set of ten to twelve phrases. You could get the phrases from your child's reading materials. Then select pictures to illustrate each phrase. The pictures could be from magazines, workbooks or stick drawings. You and your child could work together, or children could work in pairs. One person has the phrase cards, the other has the pictures. Take turns reading the phrase and matching it to an appropriate picture. For example:

| | | |
|---|---|---|
| running dog | on the house | little girl |
| red bird | in the barn | two books |
| under the table | by the door | tall trees |

## Headlines

Cut out newspaper articles with interesting headlines. Cut the headlines off the articles. Have your child match the headlines with the appropriate article. For a variation, cut the headlines off and have your child write his own headline for each article.

## Phone Book Fun

If you are looking for ideas which will boost skimming and scanning skills, then look no further than your phone book. (Other items that work well are menus and the tv guide.) When the new telephone directory comes out, save the outdated one. Here are some activities your child can work on independently.

1. Problem-solving situations involving the need for emergency calls or operator assistance.
2. Compiling a frequently-called numbers book.
3. Separating newspaper ads into two groups: local and long distance.
4. Researching prefix locations and area code locations.
5. Computing long distance rates for person-to-person and station-to-station calls throughout the country and overseas.
6. Researching the locations of popular stores.
7. Finding local address needed to address party invitations, etc.
8. Research consumer questions about open hours and special products offered by advertisers in the Yellow Pages.

## Are You Ready to Order?

Secure some menus from local restaurants and use them to present various situations. Here are some possibilites:

1. If you had $1.50 to spend for lunch, what would you order?
2. How much would three hamburgers and three drinks cost?
3. Analyze a dinner. Are there foods from the four basic food groups?
4. Compare prices from several menus.
5. Determine the tip for a $10 bill.
6. List five of your favorite foods.
7. Write your own menu.
8. Study basic nutrition.

## Bedtime

Read Ira Sleeps Over by Bernard Weber. This is a great bedtime story for children of all ages. Talk about how your experiences relate to Ira's. Do you have a sibling like his? This is a great time for parents to share childhood stories.

## Seeing Is Believing

Judy Blume and Beverly Cleary are much loved children's authors, but the library is full of wonderful books by many other fine authors. Check your local newspaper arts section for children's theater productions. Choose a play to see -- Milford, N.H., Mount Wachusett Community College, North Shore Music Theatre, to name a few, offer wonderful productions. Read the book on which the play is based aloud with your child. (An older child might enjoy reading aloud to you and younger siblings.) After you see the play, discuss the similarities and differences between the book and the production.

Was the character like you pictured him? Was it hard to imagine the stage was a beach or a forest? If the characters were portrayed by adult actors posing as children, were they realistic? What did you enjoy more, the play or the book?

Be prepared for loads of questions and ideas.

## The New Me

Subscribe to or borrow from your local library a children's magazine, such as "Children's Digest", "Humpty Dumpty", "Highlights", or "Jack and Jill". Choose a play to read aloud as a family. There are many seasonal choices and plays that deal with current issues. Children love to take on "new" personalities. When your reading is done, there are tons of questions to be asked and answered. Why was this a problem to the main character? Did he choose the best way to solve his problem? What would you have done? What do you think s/he might have done instead? Is this an important issue now? Why?

## Poems to Remember

Borrow a book of poems from your local library or dig up one of your old favorites -- the words to a song will also do. Recite the poem to and then with your child. Old standbys like "Casey at the Bat", "The Night Before Christmas" and "Paul Revere's Ride" always spark interest and conversation.

Children love poetry. From infancy, they respond to the sing-song rhythm of Dr. Seuss. Making up poems and limericks is a wonderful parent/child activity. Traveling time and long waiting periods can often be eased by this fun activity.

## Read! Read! Read!

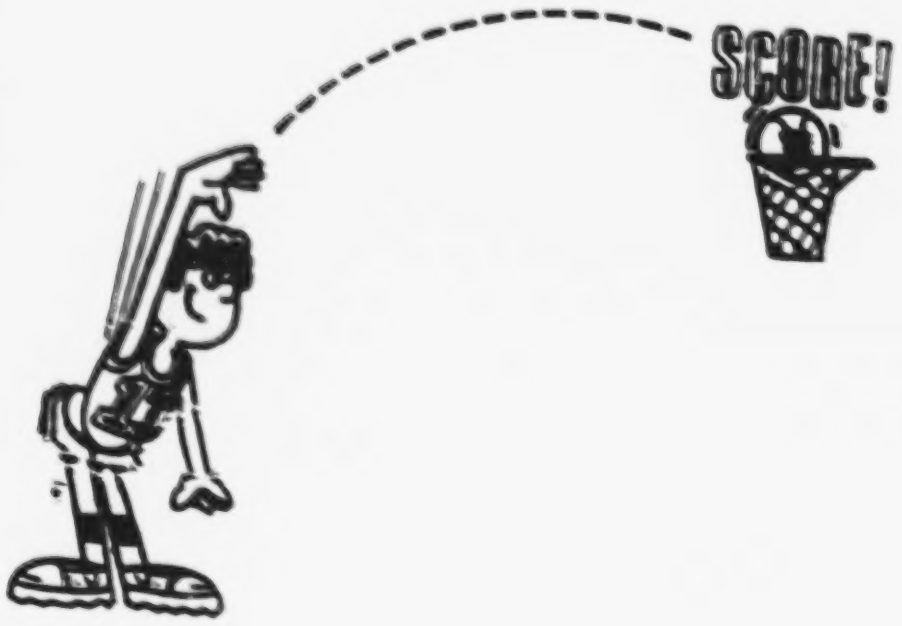
From the library or a local bookstore, choose a book to read aloud together at bedtime or at another quiet time. Refer to the list of writing activities for suggestions that will enhance your enjoyment of your book.

## Daily Habit

Make a habit of reading your daily horoscope in the newspaper. Discuss the nature of horoscopes, the gods and goddesses and mythology. You may wish to expand your reading to short myths and legends.

## Be a Fan

Read newspaper stories of sports events. This is a great way to expound on sports stars backgrounds, accomplishments and abilities. Follow one special career or the status of a particular team. Plan to attend a sports event together.



## Interest Inventories

Research has shown that students read interesting material more easily and with higher comprehension. Interest inventories have been provided to assist you in selecting books and materials. Choose the questions with which you are comfortable. Answers may be written or given orally.

### Interest Inventory
Primary Grade Level

1. What are the names of your three favorite television programs?
2. What do you like to do with your family?
3. What is your favorite place to visit? Why?
4. What is the title of your favorite book that someone has read to you?
5. What is the title of your favorite book that you have read yourself?
6. What is the name of your favorite comic character?
7. What is the name of your favorite television character?
8. What are the names of your favorite games to play?
9. What things do you enjoy doing with your friends?
10. Have you ever been to these places? (Circle the ones that your child has been to.)

| | | | |
|---|---|---|---|
| farm | department store | planetarium | zoo |
| beach | theater | parade | museum |
| circus | amusement park | store | mountains |

11. If you had three wishes that might come true, what would you wish for?
12. If you could be anybody else in the world, who would you like to be? Why?

## Interest Inventory
Intermediate Grade Level

1. What are the names of your four favorite television programs?

2. What sports are your favorites?

3. Do you make collections of things? What are they?

4. What subjects do you like in school?

5. What school subjects least interest you?

6. What books have you read in the last two months?

7. What is the title of the most interesting book you have ever read?

8. Do you read the newspaper? Which parts of the paper do you read?

9. Do you go to the library? Do you have a library card?

10. What do you enjoy doing with your friends?

11. What do you enjoy doing with your family?

12. What types of books do you like best?

travel sports mystery
science adventure biography

13. Does anyone help you discover and select books that you might enjoy? Who?

## A Reading Inventory

1. I enjoy reading books about _____
2. I would like to read more about _____
3. In reading, I am very good at _____
4. One thing that gives me trouble when I read is _____
5. Some of the titles of books I have at home are _____

   _____
6. In my spare time, I read for pleasure

   ___ very often ___ sometimes ___not at all.
7. Some magazines I read regularly are _____

   _____
8. My favorite section of the newspaper is _____
9. My favorite hero or heroine in a book is _____
10. A place I have read about that I would like to go is _____

    _____
11. The funniest book I ever read is _____

## Things About Me

1. Things I like about me are _____

_____

2. If I could be anything I wanted to be, I'd be a _____
3. The way I write my name is _____
4. My favorite day is _____ because

_____

5. My favorite color is _____
6. My favorite food is _____
7. If I could change my name, I'd change it to _____
8. My favorite book is _____
9. My favorite sport or hobby is _____
10. My best friend is _____ because

_____

## C.A.R.E. Survey

As parents and educators, we care about the students in our schools. To aid us further in servicing your children, we would appreciate it if you would take the time to answer the questions in this survey. You do not need to sign your name. The information gathered will give us an opportunity to assess the effectiveness of Clues About Reading Enrichment, and to make adjustments in this booklet. When the survey is completed, you may leave it at your child's school.

Thank you for your cooperation.

Reading Committee

North Middlesex Regional School District

## C.A.R.E. Survey

1. How many children do you have living at home? _____

2. What are their ages?
   ___ younger than 5 years old
   ___ 5-7 ___ 8-10 ___ 11-13 ___ 14-16 ___ 17-19 ___ over 19

3. If you have a tv, how many hours per night does your child watch?
   ___ less than an hour
   ___ 1-2 hours
   ___ 2-3 hours
   ___ 3-4 hours
   ___ more than 4 hours
   ___ doesn't watch

4. What type of shows does your child watch most often?
   ___ news ___ children's programming ___ drama
   ___ sports ___ "how to" programming ___ theater
   ___ movies ___ informational shows ___ dance
   ___ game shows ___ documentaries ___ music
   ___ other (specify) _____

5. In your free time, what activities do <u>you</u> choose to do?
   ___ watch tv ___ travel ___ basketball ___ museums
   ___ vcr movies ___ painting ___ baseball ___ sewing
   ___ hobby ___ singing ___ tennis ___ cars
   ___ cooking ___ motorcycle ___ golf ___ repairs
   ___ eat out ___ bike riding ___ hiking
   ___ other (specify) _____

6. For the activity <u>you</u> choose to do the most, how many hours a week do you spend on that activity?
   ___ less than an hour ___ 1 hour ___ 1-2 ___ 2-3
   ___ 3-4 ___ 4-5 ___ more than 5 hours

7. For the activities in this booklet, were the directions
   ___ clear ___ unclear

8. What activities did you choose to do most often with your child?
   ___ read to child ___ visit places ___ watch vcr
   ___ listen to child read ___ travel ___ projects
   ___ play games ___ watch tv ___ other

9. Were the activities, in terms of time,
   ___ too long ___ too short ___ just right

10. What did you like the most about the booklet? _____

_____

_____

11. What did you dislike about the booklet? _____

_____

## Conclusion

It is our hope that parents who guide and help their children through these reading activities, providing direction and assistance, patient understanding and love, will discover with their children that learning at home can be fun, and an excellent preparation for doing well in school.

Remember, to share is to care.

## Bibliography


Brings, Felicia and O'Neill, Alicia M., "Change your child from reluctant to willing reader", newspaper article excerpted from Raising Readers: A Compact Guide for Busy Parents, Lolry Publishing House, 1986.

Burns, Paul C. and Roe, Betty D., Reading Activities for Today's Elementary Schools, Rand McNally Publishing Co., Chicago, 1979.

Colvin, Mary Faris, Big Basics Book, The Instructor Publications, Inc., Dansville, N.Y., 1978.

Criscuolo, Nicholas P. and Koopman, Patricia S., Hip Pocket Reading Games, Part Two, Instructor Publications, Inc., Dansville, N.Y., 1979.

Devine, Thomas G., Teaching Reading Comprehension: From Theory to Practice, Allyn and Bacon, Inc., Boston, 1986.

Dorsey, Mary E., Reading Games and Activities, Fearon-Pitman Publishers, Inc., Belmont California, 1972.

Gates, Arthur I., Teaching Reading, National Education Association, Washington, D.C., 1968.

Giglio, Judith, The Connection--School--Home, Vol. 5, No. 8, April 1987.

Greatsinger, Calvin, Alternatives to the Ditto, DOK Publishers, Inc., Buffalo, N.Y., 1977.

Greer, Colin, "You can make your child a better student", "Parade Magazine", May 10, 1987.

Gutzler, Dorothy and Linn, Helen, 110 Reading Comprehension Activities, The Instructor Publications, Dansville, N.Y., 1976.

Hadley, Gary Don, The Three R's, Acropolis Books Ltd., Washington, D.C., 1977.

Hollinger, Ray and Shreiner, Curt, Creative Learning Ideas, Instructional Design Associates, Pa., 1979.

Hoover, Sharon, An Instructor Big Book -- Reading Ideas, The Instructor Publications, Inc., Dansville, N.Y., 1981.

McWhorter, Kathleen and Walker, Ann, Hip Pocket Reading Games, The Instructor Publications, Inc., Dansville, N.Y., 1977.

Myers, Garry Cleveland, "Home helps for poor readers", "Highlights for Children", Columbus, OH, Chats with Parents, Number 12.

Office of Educational Reasearch and Improvement, "Help Your Child Write Well," Washington, D.C.

Scribner Reading Report, "What Works and Doesn't in the Teaching of Reading", Instructor Education Services, 1986.

Trelease, Jim, Reading Aloud to Children, Penguin Books, N.Y., 1982.

United States Department of Education, "What Works", 1986.

_____, "Good Books Make Reading Fun for Your Child", International Reading Association, Newark, Delaware.

_____, "Readers Are Winners!", Houghton Mifflin Reading Program, Atlanta, Ga.

_____, "Reading Today", International Reading Association, Delaware.

_____, "Schooldays -- Practical Ideas for Elementary Teachers", Frank Schaffer, Nov/Dec/Jan 1986-87, Nov/Dec/Jan 1983-84, Feb/Mar 1985, Apr/May/June 1986.

_____, "The Home Page", Scholastic, Inc., 1981.

_____, "You Can Encourage Your Child to Read", International Reading Association, Newark, Delaware.

_____, "Your Home Is Your Child's First School", International Reading Association, Newark, Delaware.